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NDEA INSTITUTE FOR THE ADVANCED STUDY OF FRENCH LITERATURE AND CULTURE (UNIVERSITY OF MICHIGAN, JUNE 13 TO JULY 23, 1966). FINAL TECHNICAL REPORT.

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THE INSTITUTE PROGRAM OF ADVANCED TRAINING IN LITERATURE AND CULTURE IN TECHNIQUES FOR PRESENTING THEM IN ADVANCED FRENCH CLASSES IN HIGH SCHOOL IS SUMMARIZED. EMPHASIZING THE UNIQUE FEATURE OF THE INSTITUTE, WHICH WAS THE VIDEOTAPING OF THE MICROTEACHING PERFORMED BY THE PARTICIPANTS WITH FOLLOWUP STUDY AND CRITIQUE OF THE TAPED PERFORMANCE, THE REPORT DESCRIBES COURSES IN PEDAGOGY, LITERATURE, STYLISTICS, AND CIVILIZATION. INCLUDED TOO ARE DESCRIPTIONS OF LECTURES AND EXTRACURRICULAR ACTIVITIES AVAILABLE TO PARTICIPANTS, LISTS OF STAFF AND PARTICIPANTS, CLASS SCHEDULES, AND A SUMMARY OF A PARTICIPANTS' OPINION POLL. (AM)

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FINAL REPORT ON THE NDEA INSTITUTE FOR ADVANCED STUDY IN FRENCH

CONDUCTED AT

THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN

JUNE 13 - JULY 23
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FINAL TECHNICAL REPORT

ON

THE INSTITUTE FOR THE ADVANCED STUDY OF FRENCH LITERATURE AND CULTURE CODE 1,2

AT

THE UNIVERSITY OF MICHIGAN

ANN ARBOR, MICHIGAN

FROM

JUNE 13, 1966 TO JULY 23, 1966

SUBMITTED BY

JEAN R. CARDUNER
DIRECTOR

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INTRODUCTION

The very success during the last seven years of the NDEA Institute program has made this Institute possible. The impact they have had on language teaching has resulted in an increasing number of very good language programs in this country. But this success itself has created a new type of problem: what to teach, and how, to eleventh and twelfth grade students who have already had French for four or six years.

Traditionally, the successful teaching of literary and cultural materials in advanced high school classes is threatened by two unfortunate tendencies: either these valuable texts are made mere vehicles for further training in language skills, or they are presented in a way which imitates, in paler fashion, the critical approach of the usual university course in literature. The precise problem here is the transition from language used primarily for routine communication to language used as the instrument for acquiring, through the study of cultural and literary material, a real understanding of a foreign culture .

This Institute was designed to attack this problem realistically and intensively.

SPECIAL REPORT

The demonstration class was the nucleus of the Institute. The participants could see, when observing, exactly what the problem was, and when teaching, how the other courses they were taking could help them solve that porblem.

There was no theoretical "professional preparation" class: everything related to pedagogy was always adapted from the demonstration class. The whole staff observed the class with the participants, and took part in the critique which followed. The demonstration teacher was never present during the critique so as to allow a maximum freedom for the participants. But once a week she had a special session with the participants in which she could give her point of view.

So the whole pedagogical aspect of the Institute was conceived, not only by the director but by the whole staff and the participants, as the immediate application of the more theoretical courses of the curriculum. I believe this unique integration was one of the most significant aspects of the Institute.

Another one was the utilization of the micro-teaching technique for a literature class. The participants were divided in groups of six, three were teachers and three alternate teachers, but all prepared the whole class together. Each of the three teachers had to take care of one aspect of a text during twenty minutes (i.e., presentation, linguistic preparation, stylistic or cultural analysis). In each case they were filmed and could therefore criticize their own performance more effectively. It proved to be very successful.

But in order to have a successful pedagogical application, the rest

of the curriculum had to be equally good. The problem was to teach the participants at their own level, while always keeping in mind their high school audience during the regular academic year.

The literature course was conceived as a refresher course (new trends in French literature: novel, poetry, criticism) oriented toward literary appreciation. Most of the explications de textes were chosen from the Advanced Placement reading list. The participants could therefore, along with the method, absorb the knowledge which would give them better competence and confidence in their class. The course was an outstanding success and contributed greatly to the general enthusiasm of the participants: they rediscovered the pleasures of literature.

The stylistics course was taught at two levels: 1) the linguistic theory of stylistics - this was the most diffucult part of the curriculum, but a truly essential one. Since modern language teaching methods rely heavily upon linguistics, it had to be established very clearly that stylistics is but an area of linguistics and that the teaching of literature is not an activity totally alien to the teaching of language (contrary to the practice of many "distinguished" graduate schools). For example, the phonostylistics was a meaningful discovery for many participants; the pronounciation and intonation can have a humanistic value! 2) the application course, which explored the problems of transition from language taught and used primarily as spoken and written communication, to language in its literary use.

The culture course was a little less successful than the literature course because the whole attention of the participants was absorbed by literary problems. We discovered that a good culture course taught at

this level should be less anthropological than it is at a lower level. We had underestimated the knowledge of the participants in that area. We have learned that such a course should exclusively deal with the values of French culture and be systematically approached with the comparative method, so that the ideal course in such an institute should give the very deep cultural background which helps the understanding of the literature and the attitude of the French toward their language and their own civilization.

In conclusion it is the unanimous opinion of the staff that the objectives of the Institute were successfully fulfilled. While there are many details that could be improved, many areas that could be covered more efficiently, we can say honestly that we have accomplished our purpose. The dedication of staff and participants was admirable and as a result the intellectual atmosphere of the whole Institute was constantly stimulating.

In the final analysis, however, the most important thing is what happens in the classroom of the forty participants in the coming years. The questionnaire filled out by them clearly indicates how they benefited from those six weeks and how they plan to use what they have learned. Their language proficiency, their knowledge of literature, and their mastering of the proper teaching techniques have certainly been greatly improved. This impact will be felt very early this fall in their classrooms.

EVALUATION

1. Relations with the U. S. Office of Education

The final contract for this Institute had been signed only at the end of June, more than 2 weeks after the beginning of the Institute. I understand this delay was due to the increased number of NDEA Summer Institutes in 1966. However, one item, in our case, raised some problems with the USOE: the remuneration of the demonstration class. After lengthy negociations it was agreed that the students in that class would be reimbursed for transportation and lunch. This proved to be acceptable; however, in the future, I would like to explore other possibilities with the USOE. Except for that minor detail, I have had no problem whatsoever and I always found at the USOE the help and advice I needed.

2. Relations with the University of Michigan administration

A special service, the Office of Research Administration, handles all the work connected with NDEA, therefore, the preparation of the proposal and later the final negociations to transform the proposal into the plan of operation were facilitated a great deal.

The problems I had to solve are those inherent in any adminstrative work. The delayed signing of the contract created a few problems with the accounting department and I had to fight vigorously in order to have the staff paid before the very end of the Institute. This Institute has taught me how to deal effectively with the administration and I am convinced that the next Institute will be much easier in this respect.

The 40 participants were registered at the Rackham School of Graduate Studies and they have earned 6 graduate credits. I had to refuse one teacher who did not have the BA degree we were requiring, nor, in the opinion of the Dean of the Graduate School, the "equivalent experience." For a future Institute I will be careful to make provision, in the con-

tract, for admission as "special student" of such teachers. (This lady had a European education but no university degree; and only 6 undergraduate credits taken in an extension division of San Francisco State College.)

3. Pre-Institute Preparation

Because I did not start making any firm preparations until we had the directors' meeting in Washington, I was unable to mail our publicity until January 20. In view of the March 21 deadline, it was rather late. I am convinced now that publicity should be ready in December and mailed, at the latest, by January 1.

The selection criteria we used proved to be adequate. The selection committee was composed of Professor Raleigh Morgan, Professor Capelle and myself. Professor Morgan's previous experience with NDEA was invaluable. The supplementary form we had prepared permitted us to judge the language level of the applicants (only their writing unfortunately). There was certainly self-selection among potential applicants, since we found that at least 3/4 of our applicants were perfectly acceptable. Our final selection was determined by: a) importance of position in the school system; b) importance of the school system; c) fair balance between private and public schools; d) large geographic distribution; e) equal proportion of younger/ more experienced teachers.

Thanks to these considerations we ended up with a very homogeneous group. About 10 of these participants were at level 2 instead of 1, but they benefited a great deal from mixing with more qualified colleagues.

We will use the same criteria and the same method next year (the only alternative would be to travel around the country and hold interviews!) But I will try to get more information from directors of previous Institutes in which applicants have participated, for all that I got this year was very useful.

4. Orientation

The formal part of the orientation consisted of an hour of briefing the first Monday morning. Since I had memorized the names of all the participants I was able to establish right away the kind of personal contact on which depends the general atmosphere of the Institute. Thanks to the work done by Miss Maley with the graduate school, registration was accomplished in one hour.

The first two days - and especially the introduction to the stylistics course - were, as usual, more "orientation" than anything else. But as early as the third day I believe every participant had a fair idea of what the Institute would be.

5. Physical Facilities

A. Housing

The Palmer House residence hall was reserved for the participants. They had a living room and a dining room for their own use. Two native informants acted as hostesses. Two faculty members also lived in Palmer House. The whole faculty had lunch every day with the participants and at least half of them also had dinner there. As can be seen in the opinion poll, this arrangement was successful. It must be noted that no member of the staff ever said a word about speaking nothing but French; but spontaneously the participants used French all the time. This is normal if we consider the level of proficiency, but it also reflects their dedication.

There was on unsatisfactory aspect: the reference library, intended to help the participants, did not have enough books and was poorly located. This can easily be changed next year.

B. Classrooms

The University of Michigan does not have as yet air-conditioned classrooms. The weather was hot and humid most of the time and everybody suffered. A more careful search for more comfortable classrooms could probably result in finding better accomodations than we had this year.

The facilities of the English Language Institute were used for the demonstration class. They were air-conditioned and proved to be satisfactory.

6. Activities

Five movies were shown and discussed. They were closely related to the classroom activities: Cléo and Tirez sur le pianiste are good examples of the "nouvelle vague" (the equivalent for movies of the "nouveau roman" for literature); M. Duras (Hiroshima) and Robbe-Grillet (Marienbad) are distinguished French writers. Marienbad was read and discussed before seeing the movie (by the participants and the demonstration class) and used as an example of integrating a movie into a literature class.

There was no field trip arranged. The participants enjoyed having their weekends free and therefore being able to participate in University activities if they felt like it.

7. Participant Communication with Director and Staff

There was constant communication between the participants and the staff. This was easy to achieve since: a) the group was small enough (40) ; b) the staff had meals with the group and participated in all activities; c) members of the staff regularly attended classes taught by their colleagues. This convinced the participants that there was no difference in status between the staff and themselves, but that there was a

group of 48 colleagues working together; d)all staff members but one had previous NDEA experience and were aware of the utmost importance of communication between staff and participants; e) the high level of the 40 participants made continal contacts with them a pleasure instead of a duty.

8. Full-time versus Part-time Staff

We used part-time staff only to prepare material prior to the beginning of the Institute. I feel very strongly that part-time staff should never be included in an Institute. The type of work done in an Institute is such that it requires the total commitment of the teacher.

9. Regular Faculty versus Visiting Faculty

This distinction is quite irrelevant to the quality of an Institute. Too much emphasis on the importance of regular faculty may induce the director to hire mediocre staff. The only criteria to be used are the professional value of the teacher and his personality (can he communicate with participants). In our case we had an equal division: 5 out of 10 were Michigan staff and 5 were visiting staff. There was a full week of collective work before the Institute so the coordination was assured.

10. Lecturers and Consultants

Mr. R. Alléwaert, French Cultural Attaché in Chicago, gave a lecture. We invited him for his own education more than for the participants'.
Mrs. J. Varney Pleasants spent 2 days with us. She attended all classes contributed greatly to pedagogical discussions. She gave a stimulating lecture on "The Place of Literature in the Teaching of Language".
Pierre Viala gave 2 poetry recitals, and helped in a few classes where he recited the texts which were being discussed by the students.

Since most of the participants were actively engaged the the Advanced Placement Program, I arranged with the A. P. office in Chicago for a panel discussion: Professor R. J. Niess (University of Michigan) and Mr. Roger Swanson (Ann Arbor High School) were the consultants. The discussion which followed was stimulating enough to induce the 40 participants to write a petition stating their views on the A. P. Program. This petition was sent to the A. P. Director, with the hope that it would make the "A. P. establishment" aware of the general dissatisfaction in the high schools with the French program as it now stands. In general, I feel that a 2-day stay by a qualified consultant is much more fruitful than 2 or 3 regular lectures. All these activities must, in any case, be carefully integrated into the whole program.

11-12. Unique Features of the Institute

This Institute was the first to be designed for the teaching of literature in advanced high school classes.

The basic concept around which the whole institute was organized was this: the study of literature is one essential aspect of the study of language, therefore, it is natural that after 2 or 3 years of language study the high school student should study literature, and that he should study it as a significant aspect of the language. The best technique to achieve this is the stylistic analysis.

The three main courses in the curriculum were: a) the literature course, given by Professor Raymond Jean, which emphasized stylistic analysis by giving a lot of "explication de textes" at the participants' level (above MA); b) the stylistics course given by Professor Capelle, which gave the linguistic basis for literary analysis; c) the application course,

"De la Langue Parlée à la Langue Littéraire" given by Professor Borie which was conceived as a practical application to the stylistics course.

All these courses converged in the pedagogical preparation. We selected a demonstration class of 15 students, having all finished their 3rd year of high school French. Thirty applicants were selected with the help of Professor R. Swanson of Ann Arbor High School. Professor J. Elliott interviewed those 30 in order to reach the final number of 15. This class was taught everyday from 10 - 12 by Mrs. Elliott. Three times a week, from 10 to 11 the class was observed by the 40 participants through closed-circuit T.V. A discussion of that class followed from 11 to 12, led by another member of the staff (Prof. Capelle, Borie or Ortali). The purpose of this discussion was to provide the participants with objective criteria for the observation and evaluation of literature classes. Each class had been planned so as to demonstrate a specific technique.

At the end of the first week each participant taught the class for a 20 minute period. They were filmed on video-tape. Their class was analyzed and discussed twice: 1)right after their performance by Mrs. Elliott, and 2) by Mr. Dugas, the next morning, when they would see their video-tape. This double "critique" was all the more useful in that the second time they could <u>see</u> more objectively what they had acutally done. Besides, Professor Dugas, while filming their class, established a "phonetic diagnosis" for each of them.

I cannot emphasize too much the extreme importance of this aspect of the Institute. Many teachers (11 out of 40) have not been observed

within the last 5 years. The utilization of video-tape was especially useful. This type of "micro-teaching" was used for the first time at our Institute for literature classes. And all the participants were very appreciative of the help it gave them.

13-14. Most Significant Aspects

Practically all participants agree that the most significant thing that happened to them was their learning about stylistic analysis. They all agree that for them, it is a new approach to the teaching of literature. Granted many of them had some idea about it, but they had never thought that approach could be used in high school. They were convinced as much by the courses they took as by the class they taught. Most of them also agreed that they brought their knowledge of French literature up to date (new trends in novel, poetry and criticism) and that they will be better teachers for it, even if they don't use this knowledge in their classroom.

Qualified teachers at level 1 and 2 need to attend an institute conceived for them as much as anybody else. A high school teacher is too busy during the year to do anything but teach his classes. He lives, intellectually, on the knowledge he acquired at the college level; after 5 years this knowledge has grown stale and in any case, is no longer up to date. The 40 participants of our Institute were all grateful to have the opportunity to refresh and improve their knowledge of French literature, culture, and language.

For most of the participants, their literature classes will be different next year. They feel much more confident about their intellectual ability and their pedagogical techniques. And most important, they

have learned - through the critiques of the demonstration class - that one is never a good teacher once and for all: no matter how much experience or confidence they have, they know that a class must be carefully prepared, its objectives clearly defined, and its conduct methodically enforced.

After this Institute, I am even more convinced than before that the teaching of literature is most difficult and that it is time that more attention be given to it in universities and NDEA Institutes.

15. Follow-up

I plan to keep in touch by mail with all participants, and I'll personally visit the 7 from Michigan to see how they actually implement what they have learned.

16. Major Strength of the Institute

The participants agree the major strength of the Institute was the superior quality of the staff and its dedication. The integration of the courses was good, but did not prevent the differences between staff members to show up and to create a stimulating atmosphere of intellectual discussion.

The pedagogical part, on the whole, did work very well and it was the key to the success of the Institute.

All this was possible because the whole curriculum was conceived so as to tackle a very precise problem (how to teach literature) in a very specific way (stylistic analysis). Since the problem is acute in numerous schools, since the method proposed is valid, and since staff and participants were acutely aware of this, the Institute could not help but be successful.

17. Major Weakness

There were no major weaknesses but there were three minor ones:

a) the Civilization course - this was partly due to the organization of the class divided between two faculty members; and partly to the problems inherent in any civilization class. At what level to teach it? What kind of knowledge to expect from the participants? How to select the topics? What kind of approach to use?

b) the part played by the native informants - their duties were relatively ill-defined and nobody exactly knew what they were there for. They took charge of the remedial work, but as compared to a regular Institute, it was really a minor part of the whole picture here.

c) the exclusive use of the demonstration class for the teaching of literature - many participants rightly said that the problems of keeping up and developing language skills (especially writing) while teaching literature, is equally important. We had made the decision, before the beginning of the Institute, to stick to literature, and we could not have done otherwise with only one demonstration class. But next year we will certainly improve that.

18. Changes in a Future Institute

a) The objectives would certainly remain the same. This Institute convinced us we were right about them.

b) The beginning date appeared a little bit early to a few people who had to leave their classroom on a Friday and start the Institute on a Monday. However, after the first week, most of them agreed it was better to have an early Institute which permitted them to have a vacation after. Besides, the University calendar does not allow too much change.

c) Six weeks is a maximum for an Institute of this type. The pace of the work is such that it would be hard to keep it going for two more weeks.

d) Participants

1.) A small group is essential in this type of Institute. Since there is only one language level it is difficult to arrange for subgroups, and since everybody is concerned with the same problem, splitting a class in two means repeating the same class twice. Perhaps the group could be increased to 44 or 48, but that would be an absolute maximum.

2.) At this level it is rare to find several teachers in the same high school. Nevertheless, I think it is wise to select only one teacher in any school, even if by chance, 2 are applying.

3.) We only had one supervisor, but he was outstanding. He said he benefited most from the techniques of observing and criticizing a class. I would certainly insist on keeping such an institute opened to teachers and supervisors.

e) The code was very useful and I will keep it as it is, but putting more emphasis on I than on II.

f) The defect of our Institute is I guess common to each new Institute: we tried to cover too much, and, as a result, inspite of our initial desire, the schedule was not balanced: too much time was spent in the classroom. We had underestimated the need for free time necessary to absorb all this new material we gave the participants. Next year's Institute will certainly take this into account. It will be made easy by the fact that we now have a lot of material (bibliography and texts) ready that we can mail to the participants early, and we have

a much clearer idea of what should be covered in six weeks and of the participants' ability to absorb this type of material.

We will arrange the schedule so as to leave at least 3 afternoons a week completely free.

g) The substantive content is here more important than the teaching skill, but the teaching skill is nevertheless essential. I would certainly keep the same kind of organization, devoting roughly 3/4 to the substantive content and 1/4 to the teaching skill. The teachers who are given 4th and 5th year classes in high school are all experienced teachers; they know how to handle a class. The only thing they have to learn is a new technique of presenting literary material. However, I must emphsize here that there is, at this level, a much closer contact between substance and skill than in a regular language class, so that I cannot conceive of such an Institute without the pedagogical part.

In order to be efficient, that part has to be as realistic as possible. So I would try next year to obtain 2 demonstration classes, one in the morning and one in the afternoon. In one we would use exclusively micro-teaching, and in the second one the participants would plan the whole curriculum and teach the class, in turn, one full hour. This way they would have as realistic a pediagogical situation as possible.

Remedial Work

We found that, in spite of the high level of the participants, a certain amount of remedial work is necessary, but I believe it must be done on an individual basis. I plan to have an instructor in phonetics next year, who will have a clinic. All participants will have a "check-up"

and will be given lab work as needed. The same approach will be used in grammar. This year we tried to give the remedial work to a full group of 10 who needed it, but there were a few serious psychological difficulties: those people felt discriminated against, and for a while the unity of the group was dead. Once we started to work on a more individual basis, this problem disappeared entirely.

h) Ratio of Staff to Participants

In such an Institute we must have a ratio slightly higher than we had, because the director cannot really assume any teaching responsibility. I would say a ratio of 1 faculty to 5 participants is highly effective.

i) Budget

The final accounting has not yet been done, but it seems to me the budget was satisfactory except for 2 items: 1) the remuneration of the demonstration class 2) there was no provision for movies.

The remuneration of the demonstration class is absolutely necessary. The students must be selected at an appropriate linguistic level. After 3 years of French in high school the students are generally juniors, about 16 years old. They all try to find jobs during the summer and we have to compete with that. In order to be realistic, the class has to require homework from the students, which is at least an extra hour of work a day. The students in the demonstration class have to "bear up" with micro-teaching, that is, they have to agree to play the part of guinea pigs for 40 teachers, some of them less interesting than others. In order to obtain from those students the maximum cooperation, we must treat them like any subject in an experiment; that is, we must remunerate them.

19. Potential Impact

This Institute is going to have a real impact on the formation of teachers at the University of Michigan. The School of Education has shown a lot of interest in it and especially in the micro-teaching made possible by video-tape. Whatever the Institute staff has been learning is certainly going to change the traditional teacher's training program. This is why we hope to have this Institute again in the next few years. It will help a lot of high school teachers, and it will also, at the same time, help the University of Michigan to design a much more efficient teacher training program. Quite a few University administrators have been impressed with the Institute and have been asking the question: "Why don't we do for our own students what we do for those high school teachers?"

It seems to me one of the purposes of an NDEA Institute is to transform the teacher training methods in the universities. No doubt that it will be the case at Michigan.

20. Additional Comments

Many aspects of the Institute Program would have been conspicuous in their absence and may pass unnoticed, though present. For this reason, the Director wishes to express particular gratitude for the excellent atmosphere of cooperation which the Department of Romance Languages, the Literary College, the Graduate School, and the various administrative departments accorded the Institute. The effective support of the Administration, the offices of Academic Affairs, Payroll, and Residence Halls has made easy and possible our concentrated dedication to our purposes.

I sincerely believe this Institute has been very successful. This has

been possible because of the outstanding competence and devotion of the staff, and because of the spirit of friendship in which staff and participants have worked. All the participants have given their best during 6 weeks, and have shown a constant dedication. I am sure I express the opinion of all when I say it has been a very rewarding experience. I thank my 48 colleagues (participants and staff) for the constant help they have given to me. They have made the Institute successful. May the next one be even better.

Respectfully submitted,

JR Carduner

Jean R. Carduner
Director

APPENDICES

UNIVERSITY OF MICHIGAN
NDEA INSTITUTE FOR THE ADVANCED
STUDY OF FRENCH LITERATURE AND CULTURE

Here is a sample of the Participant Opinion Poll: 39 out of 40 were returned.

All the statistical data has been gathered and is included in this sample. When, on a specific question the total number of answers is less than 39, it is because some participants did not answer it. When the total is more than 39, it is because some people checked 2 items.

All the questions requiring a detailed evaluation are left blank. The information they provided has been most helpful and has been included in the Institute evaluation.

A. MATERIAL ORGANISATION

1. How did you hear about this Institute?	State Language Supervisor	12
	Office of Education	5
	your school system	10
	other	12
2. Was the information you received from this office:	satisfactory	23
	adequate	12
	unsatisfactory	4
3. How do you feel about the application forms?	adequate	19
	too complicated	7
	takes too long to complete	17
4. Did you find the housing arrangement:	satisfactory	31
	adequate	8
	unsatisfactory	0
5. Did you find the meals:	satisfactory	29
	adequate	10
	unsatisfactory	0
6. Did you think the price you were charged for board and room was:	too high	8
	fair	31
	too low	0
7. Everything considered was your life during 6 weeks materially:	comfortable	27
	acceptable	12
	uncomfortable	0
8. Was the small library at your disposal in Palmer House:	satisfactory	7
	adequate	15
	unsatisfactory	17 how?

9. For a future Institute what, in your opinion, could be changed or improved in the above "domains" and HOW?

B. INSTRUCTION

1. Was the schedule of courses:	satisfactory	22
	adequate	17
	unsatisfactory	0
2. Was the work load:	too heavy	3
	correct	23
	too light	1
3. Was the Institute as a whole conceived at:	too high a level	2
	level you expected	36
	too low a level	1
4. Do you feel a more systematic approach should have been used to remedial work?	Yes	16
	No	16
5. What is your opinion of the general integration of the Institute? (Relation between courses; common goals)	satisfactory	28
	adequate	10
	unsatisfactory	1
6. Was the professional competence of the staff as a whole:	very good	37
	good	2
	poor	0
7. Do you think the native informants were effectively used:	yes	21
	no	16

8. What in your opinion, should be the role of native informants in an Institute of this level?

9. LITTERATURE Was the general organisation of the course:	satisfactory	39
	unsatisfactory	0
10. Were the seminars:	successful	28
	useful	10
	not useful	0

11. Do you feel some aspect of the course should have been stressed more? Which one?

12. Could any aspect of the course have been omitted? Which one?

13. Do you think the number of hours devoted to this course were:	too many	0
	adequate	33
	not enough	5
14. Would you have like the course to be tied more closely to the Advanced Placement Program?	Yes	10
	No	27

15. What suggestions for improvement can you make?

DE LA LANGUE PARLEE A LA LANGUE LITTERAIRE

16. Was the course presentation:	too theoretical	1
	adequate	37
	not theoretical enough	1
17. Was the emphasis given to langue parlée:	too great	2
	adequate	36
	too little	1
18. Was the emphasis given to langue littéraire:	too great	0
	adequate	37
	too little	2
19. Were the explication de texte:	useful	38
	not useful	1
20. How relevant was this course to your teaching situation?	very relevant	15
	relevant	24
	irrelevant	0
21. In a future Institute should the time devoted to this course be:	increased	5
	about the same	33
	decreased	1
22. Was the work done in the seminar:	very useful	15
	useful	22
	not useful	1

23. Do you think the texts for explication should have been chosen with more awareness of their possible usefulness in your classes? Yes 21, No 18

24. Was the time devoted to the Seminar:	too great	0
	adequate	37
	not enough	1
25. Was the approach to the Seminar:	too theoretical	0
	well balanced	35
	too practical	0

STYLISTIQUE

26. Did you think the course presentation was:	too theoretical	24
	adequate	13
	not theoretical enough	1
27. In a future Institute, should the time devoted to such a course be:	greater	6
	same	26
	less	7

28. What is your opinion of the time spent in the following areas:

	too great	adequate	not enough
a. archaisms	8	26	2
b. idiomatic expressions	2	21	14
c. syntax	1	23	13
d. spoken language	1	32	5
e. written language	-	25	13
f. semantics	-	23	14
g. phonostylistiques	3	15	21

29. How relevant was this course to your teaching situation:

very relevant	7
relevant	28
irrelevant	3

30. Was the work done in the Seminar:

very useful	6
useful	27
not useful	5

31. Was the time given to the Seminar:

too great	6
adequate	27
not enough	4

32. Was the written work done for this course:

very useful	6
useful	25
not useful	7

33. Do you have any suggestions for improvement?

CIVILISATION

34. Was the amount of time devoted to this class:

too much	2
adequate	35
not enough	2

35. Has the course helped you for your classroom preparation?

Yes	32
No	5

36. Was the approach used:

too literary	0
too historical	3
too anthropological	2
well balanced	31

37. Was the selection of topics:

satisfactory	34
unsatisfactory	4

38. In a future Institute would you recommend that a few seminars be given in Civilisation as is done in Stylistics and literature?

Yes	18
No	21

39. Do you feel that a course in civilisation at this level should:

help you for your own classes	32
give you pertinent information for your benefit	35

40. Suggestions for improvement:

DEMONSTRATION CLASS

41. Do you think the 15 students in the demonstration class were: (balance of boys/girls:weak/strong)	well selected	33
	poorly selected	5
42. Was this class as "realistic" (close to actual classes in a regular high school) as possible under Institute circumstances?	yes	23
	no	16
43. In compaison to your own teaching situation, do you feel that the demonstration class students' background in French was at :	too advanced a level	11
	proper level	28
	inadequate level	0
44. Do you have any suggestions concerning the selection and organization of the demonstration class?		
45. Were the materials used in the demonstration class:	too difficult	7
	adequate	32
	too easy	0
46. Was the time spent observing the class:	too much	19
	adequate	16
	not enough	3
47. Do you think observing the class through close circuit T.V. was:	satisfactory	38
	unsatisfactory	1
48. Do you think the organization (observation during the first hour, discussion during the second with a professor who was not the demonstration teacher) of this activity was:	satisfactory	26
	unsatisfactory	12
49. Do you feel your participation in the discussion was:	encouraged	29
	discouraged	10
50. Do you feel you really had a chance to express your OWN opinion?	yes	27
	no	11
51. Did criticism of the demonstration class tend to be:	too positive	1
	too negative	23
	well balanced	14
52. Do you feel the demonatration teacher should have been present at the discussion session?	yes	24
	no	14
53. Do you feel the demonstration teacher had enough opportunity to present her point of view?	yes	10
	no	29
54. Have you ever taught literature before?	yes	33
	no	6
55. Do you normally teach your class all in French?	yes	26
	no	11

56. Had your teaching been observed and evaluated within the last 5 years: If yes, by whom?		yes	27
		no	11
57. Do you think the way the preparation was organized (group of 6) was:	helpful		28
	indifferent		7
	not helpful		2
58. The time spent practice teaching was:	too much		0
	adequate		30
	not enough		9
59. The time spent preparing for practice teaching was:	too much		3
	adequate		27
	not enough		0
60. Do you think the utilization of video tape was:	helpful		38
	indifferent		0
	not helpful		1
61. Did you find the double evaluation (Elliott/Dugas)	very useful		24
	adequately useful		14
	not useful		1

62. Make any comments you feel appropriate about the demonstration class.

LANGUAGE WORK

63. If you had a choice would you like to take the MLA Tests at the beginning of the Institute?		yes	27
		no	6
64. At the beginning and at the end?		yes	12
		no	27
65. Do you think more attention should have been given to language practice? (oral expression, phonetics, correction, writing, etc.) and if so, which area?		yes	21
		no	17

GENERAL EVALUATION

66. Was the Institute work load:	too heavy		3
	correct amount		27
	too light		0
67. Was homework:	excessive		7
	correct amount		24
	insufficient		4
68. Was the Institute as a whole at:	too high a level		2
	the level you expected		36
	too low a level		1
69. Would you have preferred other course offerings? Which ones?		yes	9
		no	27

70. Do you think the native informants have been helpful? yes 27
no 9

71. What do you think of the evening program? Films? Lectures? Discussions?
Do you think some other type of program should have been prepared?
yes 8
no 26

72. Do you think the sessions devoted to textbook analysis were useful 24
not useful 15
Would you have wanted more of them? yes 5 no 31

CONCLUSION

73. Do you think the Institute staff was aware of your needs? yes 32
no 2

74. Do you think you were able to discuss freely with the staff yes 34
the conduct of the Institute? no 4

75. Do you think the Institute was designed with enough yes 31
flexibility to meet your needs? no 6

76. Did you find the instruction corresponded to what you yes 32
expected to get when you applied? no 5

77. Do you think your professional preparation has been a great deal 32
improved by the Institute? a little 7
not at all 0

78. Could you mention the one or two features of the Institute which, for you, were the most successful?

79. Could you mention what were, in your opinion, the shortcomings of the Institute?

80. Have you attended a previous Institute? yes 13 no 26
If so, would you say that this Institute was for you more useful 4
as useful 8
less useful 1
than this previous Institute? WHY?

81. Could you give your personal and objective opinion of the value of this Institute in specific terms?

82. What recommendations for improvement would you make so that a future Institute would be more successful?

83. Please make any general comments you want to make in any area (staff, curriculum, schedule, flexibility, etc.)

Do not forget that your opinion is of primary importance to us. Whatever you have to say will certainly help to make the next Institute much better.

UNIVERSITY OF MICHIGAN
NDEA INSTITUTE FOR THE ADVANCED
STUDY OF FRENCH LITERATURE AND CULTURE

INSTITUTE STAFF

JEAN R. CARDUNER, Director: Ph.D., Associate Professor of French, University of Michigan; NDEA Institute, University of Maine, 1960; Director, University of Michigan-University of Wisconsin Junior Year in France 1962-1964.

JEAN BORIE: Agrégation 1961; Instructor, University of Michigan 1959-1960; Assistant Professor of French, Northwestern University, 1963-1966; Assistant Professor of French, Harvard University, 1966 - __.

GUY CAPELLE: Agrégé; Directeur du Bureau d'études et de liaison pour l'enseignement du Français à l'étranger, Paris: Linguistic Institute, Univ. of Indiana, 1964; Visiting Professor, University of Michigan 1965-1967.

FRANCOISE CUQ: French Assistant, Southwestern University, Memphis, Tennessee; 1965-1966.

DONALD DUGAS: MA Middlebury College, 1956; Candidate for the Ph.D., University of Michigan; Teacher of French, Windsor Locks High School, Windsor Locks, Conn. 1958-1961; French Instructor, University of Michigan, 1961-66; Research Assistant-Center for Research on Language and Language Behavior, Univ. of Michigan, 1966-__; Participant NDEA Institutes Univ. of Washington, Seattle, 1959 and Hollins College, Virginia, 1960; Instructor NDEA Institutes Vanderbilt University, Nashville, Tennessee 1962-1964; Howard University; Washington, D.C., 1965.

JACQUELINE ELLIOTT: Assistant Professor of Romance Languages and Language Education, University of Tennessee; French Instructor, Ferndale High School, Michigan 1951-1959; Instructor, Methods and Demonstrations NDEA Institute, Univ. of Tenn., 1960-1963; Director, NDEA Institute, Univ. of Tenn., 1964-65.

RAYMOND JEAN: Agrégation des Lettres, 1948; Assistant à la Faculté des Lettres de Rennes, 1949-1953; Ass't. Professor, Univ. of Penn., 1953-1955; Attaché Culturel au Vietnam et Professeur à l'Université de Saïgon 1955-1957; Attaché Culturel à Maroc 1957-1959; Maître de conférences Université d'Aix-Marseille 1960 - 19___.

NATHALIE LUIGGI: MA Univ. of Maryland, 1966; NDEA Institutes University of Florida, 1963 and State Teachers College, Emporia, Kansas, 1964, 1965; French Instructor, Univ. of Omaha, Omaha, Nebraska, 1966-___.

CATHERINE MALEY: MA University of Michigan, 1966; Instructor of French and Spanish, Edina Senior High School, Minneapolis, Minn., 1958-1965; Participant NDEA Institutes University of Colorado, 1960; University of Oregon in Tours, France, 1961; French Instructor, Univ. of Michigan, 1966 - ___.

RAYMOND ORTALI: Diplomé de l'Institut d'Etudes Politiques, Paris, 1952; Instructor, Army Language School, Monterey, Calif., 1960-64; Ass't. Prof., American Institute for Foreign Trade, Phoenix, Ariz., 1964-65; NDEA Institutes Logan, Utah, 1963 and Univ. of Tenn., Knoxville, 1965, Instructor in Methods; Instructor of French, University of Michigan, 1965-___.

University of Michigan
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CLASSE DE DEMONSTRATION
Professeur J. Elliott

10 - 12 A. M.

PROGRAMME DE LA PREMIERE SEMAINE

lundi 13 juin: Mise en train - exercices de conversation basés sur:

Victor Hugo "Elle avait pris ce pli" (extrait)

mardi 14 juin: Jacques Prévert "Le Cancre"

mercredi 15 juin: Alain Robbe-Grillet "Instantanés" (extrait)

jeudi 16 juin: Henri Michaux "Mes propriétés" (extrait)

vendredi 17 juin: Jean Paul Sartre "Le Dimanche à Bouville"

(La Nausée - extrait)

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PROGRAMME
CLASSE DE DEMONSTRATION

lundi 20 juin	"La Plage" "Instantanés" (R. Grillet)	1. Aspects culturels (Benevento) 15 m. 2. Introduction des éléments nouveaux (Gifford) 15 m. 3.Exercices sur les tours grammaticaux (Hauserman) Asst: Doreza, Dragonas, Frucci
mardi 21 juin	"Maman et son dîner" (Colette)	1. Présentation du texte (Ponasik) 2. Exercices d'explication (Waldinger) 3. Eléments culturaux (Steinwand) Asst: Girard, Gray, Hayden
mercredi 22 juin	"Phèdre" N'allons point plus avant...	1. Lecture; éléments difficiles (Cooch) 2. Eléments structuraux (Berry) 3. Culture (femme française) Chenier Asst: Hendrix, Jones, Lynch
jeudi 23 juin	"Quais de la Seine" (Anatole France)	1. Intro. des éléments nouveaux (Johnson) 2. Aspect culturel (Micheal) 3. Lecture; analyse du texte (Kotelly) Asst: Perkins, Perkins, Scarseth
vendredi 24 juin	"Le chat la belette et le petit lapin"	1. Lecture; introduction; contrôle 2. Explication; grammaire (Ferraro) 3. Thèmes culturels (Kupcis) Asst: Stackpole, Teugh, Thielen
lundi 27 juin	"Phèdre" Acte II,sc.ii	11h "Phèdre" Acte I scène v Atkins, Bassett, Casey Asst: Wheeler, Ponasik, Thielen
mardi 28 juin	"Phèdre" Récapitulation des Actes I et II	11h "Le Rouge et Noir" (Stendahl) Teugh, Trottier, Towler
mercredi 29 juin	"Le Rouge et Noir" Etude de style	11h "Phèdre" Acte III sc. iii Jones, Scarseth, Travis Asst: L. Perkins, Waldinger,LeFlem
jeudi 30 juin	"Phèdre" Acte III (suite)	11h "Madame Bovary" (Flaubert) Smith, Stackpole, Lynch Asst: Micheal, Gifford, Allen
vendredi 1 juillet	"Madame Bovary" Etude de style	11h "Phèdre" Acte III sc. v Hayden, Doreza, Girard Asst: Hauserman, Chenier, Boucher

mardi 5 juillet	"Phèdre" Acte V sc iii Grey, Frucci, Hendrix Asst: Gifford, Hauserman Johnson	11h	"Phèdre" Acte IV sc v Dragonas, Thielen, K. Perkins Asst:Kotelly, Kupcis, LeFlem
mercredi 6 juillet	Henri Michaux	11h	"L'Albatros" (Baudelaire) L. Perkins, Atkins, Allen Asst: Wheeler, Waldinger Steinwand
jeudi 7 juillet	"Recueillement" (Baudelaire) Bassett, Benevento, Barry Asst" Micheal, Ponasik Hayden	11h	"Phèdre" Acte IV sc vi Boucher, Casey, Chenier Asst: Scarseth, Jones,Hauserman
vendredi 8 juillet	"Phèdre" Acte IV sc vi	11h	"Le Pont Mirabeau" (Apollinaire) Cooch, Dragonas, Doreza Asst: Stackpole, Teugh,Towler
lundi 11 juillet	"Le Ciel est par dessus le toit" (Verlaine)	11h	"Tristesse" (de Musset) Ferraro, Hayden, Gifford Asst: Benevento,Berry,Boucher
mardi 12 juillet	"Mors-Les Contemplations" (Hugo) Girard, Gray, Hauserman:Allen,Atkins,Bassett	11h	"Le Vallon" (Lamartine) Jones, LeFlem, Kupcis Asst"Doreza,Dragonas, Wheeler
mercredi 13 juillet	"Le Quartier Latin" (seance culturelle)	11h	"Hernani" (Hugo) Acte III,sc iv Frucci, Hendrix, Johnson Asst" Casey, Chenier, Cooch
jeudi 14 juillet	Fin de "Phèdre"	11h	"La Symphonie Pastorale" (Gide) Kotelly, Lynch, Micheal Asst: Waldinger, Trottier, Travis
vendredi 15 juillet	"Ceux qui vivent..." (Hugo)	11h	"Les Fleurs du Mal" (Baudelaire) Perkins, Perkins, Ponasik Asst: Towler, Thielen, Teugh
lundi 18 juillet	"Les deux rats, le renard et l'oeuf" (La Fontaine)	11h	"A Victor Hugo" (Verlaine) Thielen, Steinwand, Stackpole Asst: Ferraro, Frucci, Gifford
mardi 19 juillet	"Le Pélican" "Dernier Poème" (Robert Desnos)	11h	"Océano Nox" (Hugo) Smith, Teugh, Scarseth Asst: Girard, Gray, Hauserman
mercredi 20 juillet	"L'Année dernière à Marienbad" (Robbe-Grillet)	11h	"Le Loup et l'agneau"(LaFontaine) Towler, Travis, Trottier
jeudi 21 juillet	"Mort de Gavroche" (Hugo)	11h	"Mathématiques" (Supervielle) Waldinger, Wheeler
vendredi 22 juillet	Séance récréative	11h	Séance récréative

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COURS DE LITTERATURE
Prof. Raymond Jean

1ère Section: TECHNIQUE DE L'ETUDE DE TEXTES

lundi 20 juin: Introduction: méthodes de l'explication de texte
mardi 21 juin: Exemple d'analyse d'un poème: étude d'un texte de Verlaine
mercredi 22 : Exemple d'analyse d'un poème: étude d'un texte d'Eluard
jeudi 23 juin: Exemple d'analyse d'un morceau de prose: un texte de Proust
vendredi 24: Exemple d'analyse d'un texte de théâtre:extrait de La Machine Infernale de Cocteau

2ème Section: INTRODUCTION A L'ANALYSE STRUCTURALE DES OEUVRES

27 juin: Etude d'un recueil de poèmes: LesFleurs du Mal de Baudelaire
28 juin: Etude d'un second recueil de poèmes: Alcools d'Apollinaire
29 juin: Etude d'un roman: Madame Bovary de Flaubert
30 juin: Etude d'un second roman: L'Etranger de Camus
1 juillet:Etude d'une pièce: La Guerre de Troie n'aura pas lieu de Giraudoux

3ème Section: INTRODUCTION A LA "NOUVELLE CRITIQUE"

5 juillet: La critique thématique
6 juillet: La psycho-critique
7 juillet: La socio-critique
8 juillet: La critique structuraliste
9 juillet: Ancienne et Nouvelle critique

4ème Section: DEUXIEME SERIE D'ETUDES DE TEXTES

11 juillet: Analyse d'un poème: un texte de Mallarmé
12 juillet: Analyse d'un poème: un texte de Claudel
13 juillet: Analyse d'un morceau de prose: un texte de Balzac
14 juillet: Analyse d'un morceau de prose: un texte de Zola
15 juillet: Analyse d'un texte de théâtre: un extrait de Huis Clos de Sartre

5ème Section: ORIENTATIONS ACTUELLES DE LA LITTERATURE FRANCAISE
18 juillet: Le "nouveau roman" (2 h)
19 juillet: La "nouveau théâtre" (1 h) Cinéma et Littérature (1 h)
20 juillet: Débat et discussion (1 h)

6ème Section: RETOUR AU CLASSICISME
20 juillet: Situation de la littérature classique aujourd'hui (1 h)
21 juillet: Un exemple: le théâtre de Molière (1 h)
Un autre exemple: Racine devant la "nouvelle critique" (1 h)
22 juillet: Le XVIIIe siècle: littérature ou philosophie? (2 h)

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COURS DE LANGUE LITTERAIRE

Professeur Jean Borie

14 juin: Examen du manuel de Mlle Wagner: "De la langue parlée à la langue littéraire." Le problème du choix des textes.
15 juin: Examen du manuel (suite). Introduction aux valeurs littéraires: analyse stylistique. Problème de "l'explication de texte."
16 juin: 1er texte d'application, extrait de "Tropismes" de N. Sarraute. Inventaire des difficultés à expliquer, des expressions etc.
17 juin: 1er texte d'application, suite. Exercices (la syntaxe; le lexique)

20 juin: 2ème texte d'application: "Aurelien" d'Aragon. Le français parlé et la littérature
21 juin: 2ème texte, suite. Analyse stylistique; phrases élliptiques, images ; le français parlé et la présence d l'auteur.
21 juin-) en groupe de travaux pratiques; exercices à imaginer à partir du
23 juin) 2ème texte.

27 juin: 3ème texte d'application: "Aurelien" d'Aragon (2ème extrait) Démonstration d'une présentation orale du texte.
28 juin: 3ème texte s'application: analyse stylistique
28 juin-) en groupe de travaux pratiques; exercices à imaginer à partir du
30 juin) texte. Présentation du 4ème texte: Madame Bovary de Flaubert (1er)

5 juillet: 4ème texte d'application: analyse stylistique
6 juillet: Présentation du 5ème texte d'application: Madame Bovary (2ème)
5 juillet-) en groupe de travaux pratiques; exercices sur le 4 ème texte
7 juillet)

DEVOIR pour le 11 juillet: analyse stylistique d'un texte de R. Queneau: "Loin de Rueil": niveaux de langue, emploi littéraire du français parlé.

11 juillet: 5ème texte d'application: analyse stylistique
12 juillet: présentation du 6ème texte d'application: "Le Voyage au bout de la Nuit" (L. F. Celine) extrait
12 juillet-) en groupe de travaux pratiques; exercices sur le 5ème texte
14 juillet)

17 juillet -) 6ème texte d'application (extrait du "Voyage au bout de la
22 juillet) Nuit": analyse stylistique et exercices

Présentation rapide de l'évolution du style poétique français et du problème des conventions de genre et d'époque dans l'évaluation des textes.

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COURS DE CIVILISATION FRANCAISE

I. Valeurs bourgeoises

13 juin: Introduction - les clichés: l'Américain vu par les Français: le Français vu par les Américains: la méthode comparative en civilisation.

14 juin: La Société: 3 valeurs fondamentales de la société bourgeoise: (a) la Prouesse (i'individualisme)

15 juin: (b) La famille bourgeoise

16 juin: (c) La communauté délinquante

17 juin: Conclusions: comment les valeurs permettent d'interpréter et de complredre les clichés

II. L'Enseignement en France

20 juin: Le système scolaire reflet de la société: aperçus historiques: la querelle scolaire

21 juin: L'esprit de l'enseignement français: Texte distribué: Circulaires du ministère de l'Education nationale concernant l'enseignement primaire

22 juin: Organisation actuelle de l'enseignement français

23 juin: Exposé de stagiaires: l'image de la France telle qu'elle est présentée aux enfants:
Rapport sur 2 livres de géographie (classe de 3ème (15 ans) et 1ère (17 ans).

24 juin: Exposé de stagiaires: l'image des Etats-Unis telle qu'elle est présentée aux enfants français: Analyse de 2 livres de géographie des classes de 5ème.

III. La Vie Politique

27 juin: La Vème République: Notions d'Histoire: La Constitution.

28 juin: Exposé de Mr. Alléwaert sur la reforme de l'enseignement supérieur en France.

29 juin: Les forces politiques en France

30 juin: Que représente le Gaullisme Texte: Signification du Gaullisme (J. M. Domenach)

1 juillet: Les élections de décembre 1965: l'avenir du régime

IV. Les Français (1) Quelques données qui permettent d'aborder l'étude des Français

5 juillet: Situation historique (la France au XXe siècle) Importance du passé pour comprendre le présent

6 juillet: Les grands problèmes politiques de 1945 à 1958:
a) la décolonisation
b) l'équilibre politique

7 juillet: La France dans le monde

8 juillet: L'Avenir: évolution de la population

V. Les Français (2) Comment vivent-ils?

11 juillet: Diversité et unité (Paris/Province; ville/campagne)

12 juillet: Vie économique: le Plan

13 juillet: Le travail (Professions - Syndicats)

14 juillet: La Religion

15 juillet: Les Loisirs

VI. Les Français (3) Comment peut-on être Français?

18 juillet: Le caractère national I

19 juillet: Le caractère national II

20 juillet: Le rôle des Intellectuels

21 juillet: L'héritage culturel

22 juillet: Conclusion

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COURS DE STYLISTIQUE

Prof. Guy Capelle

13 juin: Les fonctions du langage: les conditions de la communication
14 juin: Langue et parole: le langage en tant qu'institution sociale: notion de norme et d'écart
14 juin: Les différentes variétés de français (I) ; les états de langue
15 juin: Les différentes variétés de français (II); la variable "utilisateur": dialectes régionaux et sous-dialectes sociaux.
15 juin: Les différentes variétés de langue (III): la variable "utilisation": les modes oral et écrit.
16 juin: Les différentes variétés de français (IV): les langues de spécialités: les niveaux.
17 juin: Les différentes conception de la stylistique. La stylistique de l'individu et la stylistique de l'expression.

20 juin: Travaux pratiques (2 heures)
22 juin: La sémantique de l'expression; la méthode comparative
22 juin: Travaux pratiques (2 heures)
23 juin: Homonymie - Polysémie - Synonymie
24 juin: Analyse des faits d'expression: les séries synonymiques

27 juin: Travaux pratiques (2 heures)
29 juin: La notion d'aspect
29 juin: Travaux pratiques (2 heures)
30 juin: Les effets stylistiques, naturels et par évocation.
1 juillet: Analyse de texte

5 juillet: Travaux pratiques (2 heures)
7 juillet: La syntaxe de l'expression: dislocation expressive de la phrase
l'antépostion de l'adjectif
aspects (l'imparfait)
7 juillet: Travaux pratiques (2 heures)
8 juillet: Phonostylistique (I)
Effets naturels: valeur impressive des sons articulation

11 juillet: Phonostylistique (II)
Rythme, débit, intonation
12 juillet: Phonostylistique (III)
intonation
effets par évocation
12 juillet: Travaux pratiques (2 heures)
13 juillet: Analyse d'enregistrements et Synthèse.
14 juillet: Travaux pratiques (2 heures)

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REMEDIAL WORK

DONALD DUGAS

GRAMMAR: Remedial work in grammar was planned to reteach those areas where the participants made the most errors in the MLA writing examination.

Course:
1. Emploi des prépositions après le verbe:
   a) devant un nom
   b) devant un verbe
2. Emploi des prépositions après les adjectifs:
   a) "in" "at" + place
   b) "in" "at" + time
3. Autres emplois de prépositions:
   a) dans les dates b) "à Paris, en Normandie, dans le Vermont" etc. c) manquer (à) (de); penser(à) (de) servir (à) (de)
4. Exercices de révisions sur l'emploi de la préposition
5. Les pronoms objets
6. Les pronoms relatifs
7. La valeur des temps: "je dois, j'ai dû, je devais etc."
   "je voulais, j'ai voulu...."
   "je pouvais, j'ai pu..."
8. "Depuis, pendant, pour" depuis, voilà, il y a"
   since, until, before
9. "dire, raconter, parler: entendre dire que, entendre parler de"
   "savoir, connaître, pouvoir"

PHONETICS: Those sounds were taught which were the most frequently mispronounced by the participants during their micro-teaching sessions, as well as those sounds which in past institutes proved to be the most difficult to master.

Course:
1. Contrast in stress usage in English and French
   The syllable in English and French
2. The vowels of English and French
   a) which French vowels do not exist in English
   b) Which similar English vowels cause mispronunciations in French
3. The consonant systems of French and English
   a) new consonants for speakers of English
   b) English consonant sounds that do not exist in French
   c) Difficulties due to factors of distribution
4. Model drills for remedial pronounciation
   a) drills on /y/ and /ɥ/
   b) drills on /l/ and /R/
   c) drills for non-nasalization
5. The problem of /ə/
   Liaison

PROGRAMME DE LA PREMIERE SEMAINE

	lundi 13 juin	mardi 14 juin	mercredi 15 juin	jeudi 16 juin	vendredi 17 juin
8:00-8:30	Inauguration officielle de l'Institut	De la langue commune à la langue litt. J. Borie 3032 Frieze	8 - 8:50) 9 - 9:50) Langue comm. Langue litt. J. Borie 3032 Frieze	same schedule as Tuesday morning	same schedule as Thursday morning
9:00	Registration Rackham Hall 4th floor	Stylistique Capelle 3032 Frieze			
10:00	Stylistique G. Capelle 3032 Frieze	10:10 Observation de classe: Elliott 3000 E.L.I.	10:00 - 10:50) 11:00 - 11:50) Stylistique G. Capelle 2050 Frieze		
11:00	libre	11:10 Discussion G. Capelle			
1:45	Civilisation J. Carduner 3032 Frieze	Civilisation J. Carduner 3032 Frieze	Civilisation J. Carduner 3032 Frieze	same schedule as Wednesday afternoon	Civilisation J. Carduner 3032 Frieze
2:45		Langue comm. Langue litt. discussion J. Borie 3032 Frieze	2:45 - 4:30 MLA Tests 2050 Frieze		Présentation et discussion des méthodes de la classe de demon. J. Elliott 3032 Frieze
3:45		Stylistique discussion Capelle 3032 Frieze			3:45 - Monday morning 20 juin BON WEEK END!
7:30			FILMS: 1. Le peinte et le poète 2. Apollinaire 3. Cubisme	8:00 RECEPTION des stagiaires et professeurs chez M. Carduner 2120 Brockman	

PROGRAMME DE LA DEUXIEME SEMAINE

	lundi 20 juin	mardi 21 juin	mercredi 22 juin	jeudi 23 juin	vendredi 24 juin
8:00 - 8:50	Littérature R. Jean 3032 Frieze	Littérature	Littérature	Littérature	Littérature
9:00- 9:50	Langue litt. J. Borie 3032 Frieze	Langue litt.	Stylistique G. Capelle	Stylistique G. Capelle	Stylistique G. Capelle
10:10- 11:00	Observation ELI	10:00 - 11:30 Séminaire Groupe B R. Jean 2050 Frieze	Observation ELI	10:00 - 11:30 Séminaire Groupe A R. Jean 2050 Frieze	Observation ELI
11:10- 12:00	Discussion ELI		Discussion ELI		Discussion ELI
1:45- 2:35	Civilisation J. Carduner 3032 Frieze	Civilisation	Civilisation	Civilisation	Civilisation
2:45- 4:15	Groupe B Travaux Pratiques G. Capelle 3032 Frieze	Groupe A T. P. J. Borie 3032 Frieze	Groupe A T.P. G. Capelle 3032 Frieze	Groupe B T. P. J. Borie 3032 Frieze	2:45 - 3:35 J. Elliott 3032 Frieze
Soiree		7:00 Palmer House Lounge		7:30 Film Multipurpose Room of the UGLI (Undergraduate Library) 3rd floor "Cléo de 5 à 7" d'Agnès Varda	

PROGRAMME DE LA TROISIEME SEMAINE

	lundi 27 juin	mardi 28 juin	mercredi 29 juin	jeudi 30 juin	vendredi 1 juillet
8:00- 8:50	Littérature R. Jean 3032 Frieze	Littérature	Littérature	Littérature	Littérature
9:00- 9:50	Langue litt. J. Borie 3032 Frieze	Langue litt.	Stylistique G. Capelle	Stylistique G. Capelle	Stylistique G. Capelle
10:10- 11:00	Observation ELI	10:00-11:30 Groupe A Anal. critique de manuels ELI ********** Groupe B 3065F Séminaire-Jean	Observation ELI	10:00 - 11:30 Groupe A Séminaire:Jean 2050 Frieze ****** Groupe B Anal. Crit. ELI	Observation ELI
11:10- 12:00	Discussion ELI		Discussion ELI		Discussion ELI
1:45- 2:35	Civilisation Ortali 3032 Frieze	Civilisation R. Alléwaert	Civilisation Ortali	Civilisation Carduner	Civilisation Ortali
2:45- 4:15	Groupe B Travaux Pratiques G. Capelle 3032 Frieze	Groupe A T. P. J. Borie 3032 Frieze	Groupe A T. P. G. Capelle 3032 Frieze	Groupe B T. P. J. Borie 3032 Frieze	2:45 - 3:35 J. Elliott 3032 Frieze
Soiree		7:00 Palmer House Lounge Causerie - M. Alléwaert Attaché Culturel à Chicago		7:30 FILM Multip. Room of UGLI (3rd floor) "Hiroshima mon amour" (M. Duras & A. Resnais)	

PROGRAMME DE LA QUATRIEME SEMAINE

	mardi 5 juillet	mercredi 6 juillet	jeudi 7 juillet	vendredi 8 juillet
8:00- 8:50	Littérature R. Jean 3032 Frieze	Littérature	Littérature	Littérature
9:00- 9:50	Langue litt. J. Borie 3032 Frieze	Langue litt.	Stylistique G. Capelle 3032 Frieze	Stylistique G. Capelle 3032 Frieze
10:10- 11:00	10:10 - 11:30 Séminaire litt. R. Jean Groupe B 3065 Frieze	Observation ELI	10:10 - 11:30 Séminaire litt. R. Jean Groupe A 3065 Frieze	Observation ELI
11:10- 12:00		Discussion - ELI ******** Exercices Pratiques Groupe C Palmer House Lounge		Discussion - ELI ******* Exercices Pratiques Groupe C Palmer House Lounge
1:45- 2:35	Civilisation 3032 Frieze	Civilisation	Civilisation	Civilisation
2:45- 4:15	Séminaire - Capelle Groupe A 4070 Frieze ******** Séminaire - Borie Groupe B 3032 Frieze	2:45 - 3:45 Analyse critique de manuels 2050 Frieze	Séminaire - Capelle Groupe B 4070 Frieze ******* Séminaire - Borie Groupe A 3032 Frieze	2:45 - 3:45 Phonétique Dugas 3032 Frieze
Soiree	7:00 Prof. Pleasants; Columbia University Palmer House Lounge "L'Enseignement de la litt. et le laboratoire"	7:30 UGLI "Tirez sur le pianiste" presenté par J. Borie	7:30 UGLI Récital de poésie par Pierre Viala	7h Palmer House Lounge Récital - P. Viala

PROGRAMME DE LA CINQUIEME SEMAINE

	lundi 11 juillet	mardi 12 juillet	mercredi 13 juillet	jeudi 14 juillet	vendredi 15 juillet
8:00- 8:50	Stylistique Capelle 3032 Frieze	Langue litt. Borie 3032 Frieze	Littérature 8 - 9:30 R. Jean	Littérature R. Jean 3032 Frieze	Littérature R. Jean 3032 Frieze
9:00- 9:50	Stylistique Capelle 3032 Frieze	Stylistique Capelle 3032 Frieze	9:45-Photographie officielle Angell Hall steps	Langue litt. Borie - 3032 F	Litterature R. Jean
10:10- 11:00	Observation ELI	10:00-11:30 Séminaire A Capelle 3065 Frieze	Observation ELI	10:00 - 11:30 Séminaire B R. Jean 3065 Frieze	Observation ELI
11:10- 12:00	Discussion ELI		Discussion ELI		Discussion ELI
1:45- 2:35	Civilisation 3032 Frieze	Civilisation	Civilisation	Civilisation	Civilisation
2:45- 4:15	Séminaire Capelle Groupe B 3032 Frieze	Séminaire A R. Jean 3032 Frieze ****** Séminaire B Borie - 4070	2:45 - 3:35 Analyse de manuels Ortali - 3032 F 3:45 - 4:35 Phonétique - Dugas 4070 Frieze	2:45 - 4:15 Séminaire A Borie 3032 Frieze 3 - 5 Facultatif Demon. Palmer Encycl.Brit Films	2:45 - 3:35 Phonétique Dugas 3032 Frieze
Soiree		7h Palmer Lounge Adv. Place. Panel Prof. Niess Prof. Swanson	7:30 FILM UGLI "Zasie dans le métro" Discussion: Capelle	FETE NATIONALE	

PROGRAMME DE LA SIXIEME SEMAINE

	lundi 18 juillet	mardi 19 juillet	mercredi 20 juillet	jeudi 20 juillet	vendredi 21 juillet
8:00- 8:50	Littérature 3032 Frieze	Littérature	Littérature	Littérature	Littérature
9:00- 9:50	Littérature 3032 Frieze	Littérature	Littérature	Littérature	Littérature
10:10- 11:00	Observation ELI	Conférence: ELI Jean: "L'Année dern. à Marienbad"	Observation ELI	10:00 - 11:30 Séminaire B R. Jean 3065 Frieze	Projection de Video Tapes ELI
11:10- 12:00	Discussion ELI ***** Groupe C Palmer Lounge Luiggi	Stylistique ELI J. Borie	Discussion ELI ***** Groupe C Palmer lounge		
1:45- 2:35	Civilisation 3032 Frieze	Civilisation	Civilisation	Civilisation	Civilisation ***** DERNIERE CLASSE *****
2:45- 3:35	Stylistique Borie 3032	2:45 - 4:15 Séminaire A R. Jean 3032 Frieze	Stylistique Borie 3032	Stylistique Borie 3032	
3:45- 4:35	Phonétique Dugas 3032		Analyse de Manuels 3032 Ortali	Phonétique Dugas 3032	
Soiree	FACULTATIF 8h UGLI Conference A. Bourde "Marseille"	FACULTATIF 7:30 UGLI Film: "Proust"	FACULTATIF 7 h Palmer Lounge "Séance de Chansons"	7:30 UGLI Film: "L'Année Dernière à Marienbad"	

UNIVERSITY OF MICHIGAN
NDEA INSTITUTE FOR THE ADVANCED
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All department members are cordially invited to attend the following programs sponsored by the NDEA Institute.

FILMS

7:30 pm — Multipurpose Room — Undergraduate Library

Thursday, June 23	"Cléo de 5 à 7"
Thursday, June 30	"Hiroshima Mon Amour"
Wednesday, July 6	"Tirez Sur le Pianiste"
Wednesday, July 13	"Zasie dans le Métro"
Thursday, July 21	"L'Année Dernière à Marienbad"

LECTURES

7:30 pm — Palmer House Lounge — Alice Lloyd Hall

Tuesday, June 28	Rene Allewaert, Attaché Culturel pour les Etats du Middle-West
Tuesday, July 5	Madame Jeanne Varney Pleasants, Professor of French, Columbia University
Thursday, July 7	Poetry recital by Pierre Viala
Friday, July 8	Recital by Pierre Viala

UNIVERSITY OF MICHIGAN
NDEA INSTITUTE FOR THE ADVANCED
STUDY OF FRENCH LITERATURE AND CULTURE

LIST OF PARTICIPANTS

Home Address	Pre-Institute School	Post Institute School
Allen, Miss Sally Ann 1815 William H. Taft Road Cincinnait, Ohio 45206	Madeira High School Loannes Drive Cincinnati, Ohio 45243	same
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